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ABSTRACT

This report considers the question of what becomes of college graduates who are newly qualified to teach and who face a teacher surplus. National statistics provide data on the following questions: What is the state of the market for new teachers? How do graduates newly qualified to teach fare in the labor market compared to other graduates? What kinds of jobs do graduates newly qualified to teach get when they aren't teaching? and, What is the outlook for teaching jobs over the next several years? These questions are examined for bachelor's degree recipients who were graduated between July 1, 1976, and June 30, 1977. Their job status is that which existed in February 1978. In certain cases, comparisons are made with those who were graduated during the same period two years earlier. The statistics show that there were fewer graduates newly qualified to teach in 1976-77 than in 1974-75, and that data group fared somewhat better than their peers two years earlier. Most graduated in the fields of special education, general elementary, and English instruction. (JD)

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New Teachers in the Job Market

by
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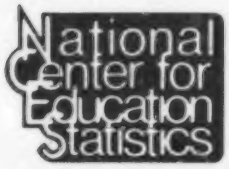

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Foreword

Faced with a general teacher surplus that has existed since the early 1970's, how have college students considering a teaching career responded? What becomes of college graduates newly qualified to teach? This report addresses these general issues, which concern college students and education policymakers alike. Specifically, the report considers the following questions: What is the state of the market for new teachers? How do graduates newly qualified to teach fare in the labor market compared to other graduates? What kinds of jobs do graduates newly qualified to teach get when they aren't teaching? What is the outlook for teaching jobs over the next several years?

These questions are examined for bachelor's recipients who graduated between July 1, 1976, and June 30, 1977. Their job status is that which existed in February 1978. In certain cases, comparisons are made with bachelor's recipients who graduated during the same period two years earlier.

This report is in response to Section 406 of the General Education Provisions Act, which calls for a periodic study of the demand for and availability of teachers. Data on graduates newly qualified to teach were obtained through the 1978 Survey of 1976-77 College Graduates. Estimates of the total teacher demand over the period 1961-1988 are from the NCES *Projections of Education Statistics* series. The National Education Association provided data on the supply of new teachers between 1961 and 1977.

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August 1980

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Highlights

How graduates newly qualified to teach fared in the labor market.

- Between the 1974-75 and 1976-77 school years, the number of bachelor's degree recipients newly qualified to teach dropped by about 52,000, or 23 percent. This occurred despite the stability in the total number of graduates with bachelor's degrees–about 930,000 in both years (tables 1A, 1B, and 1C). The decrease continues a trend which started in 1972-73 (chart 2).

- The smaller number of 1976-77 bachelor's recipients newly qualified to teach fared somewhat better than did 1974-75 bachelor's recipients in getting a teaching job (60 percent compared to 54 percent). Those who applied for a teaching job did considerably better in getting a teaching job, 77 percent in 1976-77 compared to 64 percent in 1974-75 (tables 1A and 1B).

- About 71,000 of those bachelor's recipients who became newly qualified to teach in 1976-77 did not teach after graduation compared with 105,000 two years earlier, a decrease of 34,000.

- The 1976-77 bachelor's recipients newly qualified to teach fared somewhat better in the labor market in February 1978 than all other bachelor's recipients as a group. The employment profile for the former was similar to that of bachelor's recipients of the other professional schools as a group (table 3A). Those newly qualified to teach were much better off by these indicators than liberal arts graduates.

- The following shows the fields in which bachelor's recipients newly qualified to teach were most and least likely to have full-time teaching jobs (see table 4 for a detailed breakdown):

Most

Field	Percent with full-time teaching job
special education	64
general elementary	58
English	58
mathematics	55

Least

Field	Percent with full-time teaching job
art	19
business	34

- Of those bachelor's recipients newly qualified to teach who were employed, 30 percent held jobs in fields other than education–12 percent held other professional, managerial and technical level jobs, 18 percent held nonprofessional, nonmanagerial and nontechnical level jobs. Less than 0.5 percent were in the Armed Forces (table 5A).

  In contrast, among all other employed graduates, 37 percent held nonprofessional, nonmanagerial and nontechnical level jobs. Two percent of all other graduates were in the Armed Forces.

	1974-75		1976-77		Change
	Number	Percent	Number	Percent	
Total bachelor's recipients	931,700	–	929,700	–	- 2,000
Total newly qualified to teach	229,500	100	177,200	100	-52,300
Not teaching	105,000	46	71,000	40	-34,000
Did not apply	35,700	16	40,000	23	+4,300
Applied, not teaching	69,300	30	31,000	17	-38,300
Teaching	124,500	54	106,200	60	-18,300

Overview

Beginning with the 1972-73 school year, the number of college students choosing teaching as a career decreased continuously in response to a shrinking teacher market. By this time, a large teacher surplus had already occurred. For the 1977-78 school year, however, job prospects proved to be slightly better for new teachers than in the previous several years. In fact, those bachelor's recipients who actually applied for a teaching job after graduating in 1976-77 fared considerably better than their counterparts two years earlier: between the two years, the percent of those that had teaching jobs increased from 64 to 77 percent. This is an encouraging development for students who have been viewing teaching with diminishing hope.

Overall, graduates newly qualified to teach compete well in the labor market, whether they teach or not. Those receiving bachelor's degrees in 1976-77 fared better as a group in February 1978 than bachelor's recipients not newly qualified to teach. The former group participated more in the labor force, were more frequently employed full-time—and were more often in fields closely related to their majors—and were unemployed or underemployed less often.

The 1980's hold more promise for prospective teachers than the 1970's. Enrollments at the elementary level are expected to rise soon, creating a corresponding rise in the demand for teachers. Whether or not a teacher shortage occurs in the face of this increasing demand depends upon how quickly the drop in supply is reversed. Should this reversal occur quickly, a surplus will continue; if it does not occur for 4 or 5 more years, an overall shortage of teachers may arise.

The following sections provide a detailed breakdown of the employment status of graduates newly qualified to teach.

Number of Persons Newly Qualified to Teach and Employed as Teachers

- Between July 1976 and June 1977, an estimated 190,200 college graduates with bachelor's and master's degrees became qualified to teach *for the first time* (177,200 bachelor's and 13,000 master's recipients—table 1A). This represented 15 percent of all graduates with bachelor's and master's degrees (19 percent of bachelor's and 4 percent of master's recipients). The number of graduates newly qualified to teach also represented 8 percent of the 2,448,000 elementary and secondary school teacher work force in fall 1977.

- An estimated 43,500 (23 percent) of those persons newly qualified to teach had not applied for a teaching job within about 1 year after graduation (table 1A).

- Of the total newly qualified to teach, 49 percent (93,300) obtained full-time teaching positions for the school year following graduation, which is 64 percent of those who applied for a teaching job. About 33,300 (18 percent) of those newly qualified to teach applied for but did not have a teaching job (table 1A).

- Combining graduates who did not apply for a teaching job with those who applied but were not teaching gives 40 percent who were newly qualified to teach but not teaching.

- Of those bachelor's recipients who did not apply for a teaching job, a little less than half did not want to teach. About another one-fourth wanted to teach at a later time. Only 7 percent of the total said that teaching jobs were so hard to get, they did not bother to apply (table 2).

Comparing Bachelor's Recipients from 1974-75 and 1976-77

- From 1974-75 to 1976-77, the number of bachelor's recipients newly qualified to teach decreased by an estimated 52,300 (23 percent—table 1C).

- Given the large drop in the number of bachelor's recipients in 1976-77, the decrease in those teaching full-time was comparatively small—12 percent. The number of those who applied but were not teaching, on the other hand, showed a large relative decrease, 55 percent. This indicated that those in 1976-77 newly qualified to teach who *applied for a teaching job* fared considerably better in getting a teaching job than did the 1974-75 graduates (table 1C).

- The number of bachelor's recipients applying to teach in 1976-77 dropped 29 percent from the comparable 1974-75 figure. Thus, a somewhat smaller proportion of those newly qualified to teach applied for a teaching job among 1976-77 graduates (77 percent) than among 1974-75 graduates (84 percent).

- The number of bachelor's recipients newly qualified to teach but not teaching decreased by 34,000 between 1974-75 and 1976-77 (table 1C).

Bachelor's Recipients Newly Qualified to Teach and Other Bachelor's Recipients: How They Fared in the Labor Market

- According to five indicators of employment status, the 1976-77 bachelor's recipients newly qualified to teach, as a group, fared somewhat better in the labor market in February 1978 than those not newly qualified to teach. Proportionally, the former participated more in the labor force, were more frequently employed full-time, held full-time jobs more frequently in fields closely related to their majors, and were unemployed and underemployed less often (table 3A).

- The employment status profile for persons newly qualified to teach was similar to that of graduates in the professions not newly qualified to teach, except for the percent employed full-time. This was lower for graduates newly qualified to teach (table 3A).

- The employment status of bachelor's recipients newly qualified to teach compared to those not newly qualified to teach has not changed appreciably from 1976 to 1978 except for percent with full-time job which is relatively higher for graduates newly qualified to teach in 1976-77 than in 1974-75 (tables 3A and 3B).

Finding a Teaching Job From One Field to the Next

- The proportions of graduates who actually applied for and got full-time teaching jobs varied considerably from field to field. Bachelor's recipients prepared to teach were most and least likely to apply for a teaching job in the following fields (table 4B):

Most

Field	Percent applying for teaching job
English	87
general elementary	86
special education	85
physical education	84

Least

Field	Percent applying for teaching job
business	49
art	67

- Bachelor's recipients newly qualified to teach were most and least likely to be teaching full-time in the following fields (table 4B):

Most

Field	Percent holding full-time teaching jobs
special education	64
general elementary	58
English	58
mathematics	55

Finding a Teaching Job From One Field to the Next (Cont'd.)

Least

Field	Percent holding full-time teaching jobs
art	19
business	34

- Of the bachelor's recipients newly qualified to teach who applied to teach, those prepared in the following fields were most and least likely to be teaching full-time:

Most

Field	Percent applying for teaching job
special education	75
business	71
mathematics	70

Least

Field	Percent applying for teaching job
art	28
music	49

NOTE: Data for the following fields are not included because their sample numbers are too small: biological science, foreign language, health, home economics, reading, physical science, bilingual education and English as a second language.

Kinds of Jobs Held by Bachelor's Recipients Newly and Not Newly Qualified to Teach

- About 104,300 of bachelor's recipients newly qualified to teach in 1976-77 and having teaching as their primary job were teaching in an elementary or secondary school in February 1978. An additional 4,300 persons taught outside of elementary/secondary schools or were in other education jobs (table 5A).

- In addition to persons employed as teachers or in other education jobs, about 18,600 other graduates newly qualified to teach were employed in other professional, managerial or technical occupations. Of these, an estimated 6,700 were in business and management. In all, 72 percent of those newly qualified to teach held professional, managerial or technical jobs, including the 62 percent who were teaching or in other education jobs (table 5A).

- In comparison to the 72 percent of those newly qualified to teach, 50 percent of bachelor's recipients who were not newly qualified to teach held professional, managerial or technical jobs (table 5B).

- An estimated 28,800 (16 percent) of all those newly qualified to teach held nonprofessional, nonmanagerial or nontechnical jobs. A considerably larger proportion (29 percent) of those not newly qualified to teach held nonprofessional, nonmanagerial or nontechnical level jobs (tables 5A and 5B).

The Outlook for Elementary and Secondary School Teachers

- Teacher demand, following the decline in elementary/secondary school enrollment, has been decreasing since 1970, but is projected to start increasing in 1983 (charts 1a and 1b).

- The supply of newly qualified teachers has been decreasing rapidly from 1973 to 1977 in a delayed response to the decrease in demand. This trend in supply has shown a sharper rate of decrease than that for demand over the same period (chart 2).

- The teacher supply and demand balance is still uncertain for the next several years. If the supply continues to decrease at or near its present rate for about five more years, shortages of newly qualified teachers would occur, especially in some instructional areas. If the supply of newly qualified teachers begins to increase about 1983 in response to the projected increase in demand, an overall surplus of teachers would continue, although it would not be as large as that which occurred during the 1970's.

TABLES

Table 1.--Bachelor's and master's degree recipients who were newly qualified to teach, applied to teach, and had teaching jobs

A. 1976-77 graduates in spring 1978

Teaching status	Number	Percent	Detail percent
Total			
Newly qualified to teach	190,200	100	–
Did not apply for teaching job	43,500	23	–
Applied for teaching job	146,700	77	100
Teaching	113,300	60	77
Full-time	93,300	49	64
Part-time	20,000	11	14
Not teaching	33,300	18	23
Bachelor's			
Newly qualified to teach	177,200	100	–
Did not apply for teaching job	40,000	23	–
Applied for teaching job	137,200	77	100
Teaching	106,200	60	77
Full-time	86,800	49	63
Part-time	19,400	11	14
Not teaching	31,000	17	23
Master's			
Newly qualified to teach	13,000	100	–
Did not apply for teaching job	3,500	27	–
Applied for teaching job	9,500	73	100
Teaching	7,100	55	75
Full-time	6,500	50	69
Part-time	600	4	6
Not teaching	2,400	18	25

NOTE: Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate Survey. Survey of 1976-77 graduates conducted in spring 1978.

Table 1.—Bachelor's and master's degree recipients who were newly qualified to teach, applied to teach, and had teaching jobs—continued

B. 1974-75 graduates in spring 1976

Teaching status	Number	Percent	Detail percent
Total			
Newly qualified to teach	243,300	100	–
Did not apply for teaching job	38,700	16	–
Applied for teaching job	204,600	84	100
Teaching	132,200	54	65
Full-time	105,000	43	51
Part-time	27,200	11	13
Not teaching	72,400	30	35
Bachelor's			
Newly qualified to teach	229,500	100	–
Did not apply for teaching job	35,700	16	–
Applied for teaching job	193,800	84	100
Teaching	124,500	54	64
Full-time	98,300	43	51
Part-time	26,200	11	14
Not teaching	69,300	30	36
Master's			
Newly qualified to teach	13,800	100	–
Did not apply for teaching job	3,000	22	–
Applied for teaching job	10,800	78	100
Teaching	7,700	55	71
Full-time	6,700	49	62
Part-time	1,000	7	9
Not teaching	3,100	23	29

NOTES: This table has been altered from the earlier version published in Teacher and School Administrator Supply and Demand. Additional criteria to determine those newly qualified to teach were applied to the 1976 data to be consistent with the current survey.

Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate Survey. Survey of 1974-75 graduates conducted in spring 1976.

Table 1.–Bachelor's and master's degree recipients who were newly qualified to teach, applied to teach, and had teaching jobs–continued

C. 1974-75 compared to 1976-77 graduates newly qualified to teach

Teaching status	Change	
	Number	Percent
Total		
Newly qualified to teach	- 53,100	- 22
Did not apply for teaching job	+ 4,800	+ 12
Applied for teaching job	- 57,900	- 28
Teaching	- 18,900	- 14
Full-time	- 11,700	- 11
Part-time	- 7,200	- 27
Not teaching	- 39,100	- 54
Bachelor's		
Newly qualified to teach	- 52,300	- 23
Did not apply for teaching job	+ 4,300	+ 12
Applied for teaching job	- 56,600	- 29
Teaching	- 18,300	- 15
Full-time	- 11,500	- 12
Part-time	- 6,800	- 26
Not teaching	- 38,300	- 55
Master's		
Newly qualified to teach	- 800	- 6
Did not apply for teaching job	+ 500	+ 17
Applied for teaching job	- 1,300	- 12
Teaching	- 500	- 7
Full-time	- 200	- 3
Part-time	- 400	- 39
Not teaching	- 800	- 25

Table 2.—Reasons why 1976-77 bachelor's recipients newly qualified to teach did not apply for teaching job

	Number	Percent
Total who did not apply	40,000	100
Did not want to teach	19,200	48
I lost interest in becoming an elementary/secondary school teacher	10,200	26
I was never interested in teaching	900	2
I already had a job or wanted to have a job besides elementary/secondary school teacher	4,800	12
I didn't like low pay and teaching conditions	3,300	8
Wanted to teach	13,800	34
I needed or wanted another degree or more course work before applying for a teaching job	7,200	18
I had all the course work I needed and was interested in becoming a teacher, but I wasn't ready to apply for a job	3,700	9
Teaching jobs were so hard to get, I didn't bother to apply	2,800	7
Other or undetermined	7,000	18

NOTE: Job in question is for elementary/secondary school in school year following graduation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate Survey. Survey of 1976-77 graduates conducted in spring 1978.

Table 3.--Indicators of employment status, by major field

A. 1976-77 graduates in February 1978

Major field	Total bachelor's recipients	Labor force participation rate	Percent of bachelor's recipients with full-time job	Unemployment rate [1]	Percent employed full-time with job closely related to major field	Percent employed full-time who are underemployed [2]
Total bachelor's recipients	929,700	87	68	5.9	52	23
Professions	417,000	94	79	3.9	66	13
Arts/sciences	421,000	81	57	7.9	33	35
Other	91,700	89	67	7.0	47	30
Newly qualified to teach	177,200	93	72	4.7	67	15
Professions	125,000	94	75	3.9	73	13
Arts/sciences	45,600	90	63	7.7	51	19
Other	6,600	91	66	(*)	60	27
Not newly qualified to teach	752,600	86	67	6.1	48	25
Professions	292,000	94	81	3.8	64	13
Engineering	52,900	92	81	5.2	68	6
Business and management	159,100	94	83	3.2	54	18
Health	56,800	94	81	3.4	91	1
Education (not "newly qualified")	23,200	92	71	6.2	56	24
Arts/sciences	375,400	80	56	7.9	31	37
Biological science	64,300	67	44	11.4	38	28
Physical science and mathematics	31,900	80	56	1.9	35	22
Psychology	54,100	80	55	5.7	29	36
Social science and public affairs	142,200	81	60	7.8	30	42
Humanities	82,900	86	60	9.5	29	39
Other	85,100	89	67	7.5	46	30
Communications	27,800	98	75	10.0	44	28
Other	57,300	85	63	6.2	47	32

*Zero in sample.

[1] Unemployed graduates are those who, during the survey week, had no employment and had engaged in job-seeking activities within the past 4 weeks.

[2] Underemployed graduates are those not working in professional, managerial or technical types of jobs and who reported that, in their opinion, their jobs did not require a college degree.

NOTE: Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate Survey. Survey of 1976-77 graduates conducted in spring 1978.

Table 3.—Indicators of employment status, by major field—continued

B. 1974-75 graduates in spring 1976

Major field	Total bachelor's recipients	Labor force participation rate	Percent of bachelor's recipients with full-time job	Unemployment rate[1]	Percent employed full-time with job closely related to major field	Percent employed full-time who are underemployed[2]
Total bachelor's recipients	931,700	85	67	5.6	53	23
Professions	436,500	92	77	4.1	67	13
Arts/sciences	413,000	79	56	7.5	31	32
Other	82,200	81	66	5.6	57	17
Newly qualified to teach	229,500	90	65	4.2	62	18
Professions	155,800	91	70	3.9	67	14
Arts/sciences	63,400	88	52	2.9	44	33
Other	10,300	97	55	14.9	61	18
Not newly qualified to teach	702,200	84	68	6.1	50	22
Professions	280,700	93	81	4.2	67	13
Engineering	58,700	91	80	3.4	73	5
Business and management	153,600	94	84	4.5	58	19
Health	46,100	92	75	4.2	95	2
Education (not "newly qualified")	22,300	90	70	4.3	59	14
Arts/sciences	349,600	77	57	8.4	29	32
Biological science	62,500	72	57	7.3	40	19
Physical science and mathematics	34,300	73	50	5.3	39	16
Psychology	46,100	87	62	12.3	36	34
Social science and public affairs	123,200	76	60	6.6	20	36
Humanities	83,500	79	52	10.5	25	43
Other	71,900	79	67	3.9	56	17
Communication	15,900	86	78	(*)	55	29
Other	56,000	77	65	5.2	56	13

*Zero in sample.

[1] Unemployed graduates are those who, during the survey week, had no employment and had engaged in job-seeking activities within the past 4 weeks.

[2] Underemployed graduates are those not working in professional, managerial or technical types of jobs and who reported that, in their opinion, their jobs did not require a college degree.

NOTE: Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate Survey. Survey of 1976-77 graduates conducted in spring 1978.

Table 4.—Elementary/secondary school teaching status in February 1978 of 1976-77 bachelor's degree recipients newly qualified to teach, by field of teacher preparation

A. Number

	Total newly qualified to teach	Did not apply for teaching job	Applied for teaching job				
			Total	Total	Teaching Full-time	Part-time	Not teaching
All fields	177,200	40,000	137,200	[1]106,200	86,800	19,400	31,000
General elementary	47,700	6,400	41,300	33,800	27,800	6,000	7,500
Special education	24,100	3,500	20,600	17,400	15,400	2,100	3,100
Social science	12,700	3,200	9,500	7,000	5,700	1,200	2,500
Physical education	10,400	1,700	8,700	6,500	5,400	1,100	2,200
English	8,300	1,100	7,200	5,100	4,800	200	2,100
Music	7,500	1,700	5,800	4,300	2,900	1,400	1,500
Art	5,600	1,900	3,800	2,300	1,100	1,300	1,500
Mathematics	5,000	1,100	3,900	2,900	2,800	100	1,000
Vocational education	4,500	900	3,600	2,800	2,400	400	800
Business	3,800	2,000	1,900	1,500	1,300	200	400
Industrial arts	3,600	800	2,800	2,100	1,900	200	700
Other	20,000	6,600	13,400	10,500	8,200	2,300	2,900
More than one field	23,000	9,300	13,800	9,100	6,900	2,200	4,700
No certification	1,000	(*)	1,000	1,000	400	600	(*)

*Zero in sample.

[1] Includes teaching as a second job.

NOTES: Data for the following fields are included in the "other" category because their sample numbers are too small to present them individually: biological science, foreign language, health, home economics, reading, physical science, bilingual education and English as a second language.

Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate Survey. Survey of 1976-77 graduates conducted in spring 1978.

Table 4.—Elementary/secondary school teaching status in February 1978 of 1976-77 bachelor's degree recipients newly qualified to teach, by field of teacher preparation—continued

B. Percent

	Total newly qualified to teach	Did not apply for teaching job	Total	Applied for teaching job			
				Total	Teaching Full-time	Part-time	Not teaching
All fields	100	23	77	60	49	11	17
General elementary	100	13	86	71	58	13	16
Special education	100	14	85	72	64	9	13
Social science	100	25	75	55	45	10	20
Physical education	100	16	84	63	52	11	21
English	100	13	87	61	58	3	26
Music	100	23	77	57	38	19	20
Art	100	33	67	41	19	22	26
Mathematics	100	22	79	58	55	3	21
Vocational education	100	19	81	62	53	9	19
Business	100	52	49	39	34	4	10
Industrial arts	100	22	78	57	51	6	20
Other	100	33	67	53	41	11	15
More than one field	100	40	60	39	30	9	20
No certification	100	(*)	100	100	40	60	(*)

*Zero in sample.

NOTES: Data for the following fields are included in the "other" category because their sample numbers are too small to present them individually: biological science, foreign language, health, home economics, reading, physical science, bilingual education and English as a second language.

Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate Survey. Survey of 1976-77 graduates conducted in spring 1978.

Table 5.—Occupation of 1976-77 bachelor's recipients newly qualified and not newly qualified to teach, by employment status: February 1978

A. Newly qualified to teach

Occupation category	Total		Employed				
			Percent of employed[1]	Full-time		Part-time	
	Number	Percent		Number	Percent	Number	Percent
Total	177,200	100	–	–	–	–	–
Employed[1]	156,000	88	100	127,900	100	28,100	100
Professional, managerial, and technical	127,200	72	82	104,700	82	22,600	80
Elementary/secondary teacher[2]	104,300	59	67	86,900	68	17,400	62
Teacher other than elementary/secondary[3]	2,800	2	2	1,100	1	1,700	6
Other education[4]	1,500	1	(*)	1,200	1	400	1
Business and management	6,700	4	4	5,800	5	900	3
Engineering	2,100	1	1	2,100	2	(**)	0
Health	1,200	1	(*)	700	1	500	2
Recreation and social work	2,300	1	1	2,200	2	200	1
Other professional	6,300	4	4	4,800	4	1,500	5
Nonprofessional, nonmanagerial, and nontechnical	28,800	16	18	22,300	18	5,200	20
Sales	5,300	3	3	4,500	3	900	3
Clerical	15,200	9	10	12,900	10	2,400	8
Crafts	1,800	1	1	1,700	1	100	0
Service	4,300	2	3	2,600	2	1,700	6
Other	2,100	1	1	1,600	1	500	2
Armed forces	800	(*)	–	–	–	–	–
Not employed	20,400	12	–	–	–	–	–
Unemployed	7,800	4	–	–	–	–	–
Not in labor force	12,600	8	–	–	–	–	–

*Less than 0.5 percent.

**Zero in sample.

[1] Does not include those in armed forces.

[2] Teaching primary occupation only.

[3] Includes adult education teachers, college teachers and teachers not elsewhere classified.

[4] Includes vocational and educational counselors, elementary/secondary administrators and college administrators.

NOTE: Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate Survey. Survey of 1976-77 graduates conducted in spring 1978.

Table 5.—Occupation of 1976-77 bachelor's recipients newly qualified and not newly qualified to teach, by employment status: February 1978—continued

B. Not newly qualified to teach

Occupation category	Total		Employed				
			Percent of employed[1]	Full-time		Part-time	
	Number	Percent		Number	Percent	Number	Percent
Total	752,500	100	–	–	–	–	–
Employed[1]	596,000	79	100	507,600	100	88,400	100
Professional, managerial, and technical	377,400	50	63	326,000	64	51,400	58
Elementary/secondary teacher[2]	14,900	2	3	10,900	2	4,000	5
Teacher other than elementary/secondary[3]	17,600	2	3	3,900	1	13,800	16
Other education[4]	6,100	1	1	5,100	1	900	1
Business and management	124,600	17	21	119,400	24	5,200	6
Engineering	37,500	5	6	36,100	7	1,400	2
Health	63,200	8	11	56,700	11	6,600	7
Recreation and social work	19,200	3	3	17,400	3	1,800	2
Communications	12,600	2	2	11,000	2	1,600	2
Computer specialists	12,600	2	2	12,100	2	500	1
Fine arts	14,200	2	2	11,900	2	2,300	3
Technicians	19,100	3	3	16,500	3	2,600	3
Other professional	35,900	5	6	25,100	5	10,800	12
Nonprofessional, nonmanagerial, and nontechnical	218,600	29	37	181,600	36	37,000	42
Sales	47,000	6	8	41,800	8	5,200	6
Clerical	86,300	11	14	69,100	14	17,100	19
Crafts	23,500	3	4	21,300	4	2,200	2
Operatives	12,200	2	2	10,200	2	2,000	2
Laborers	10,400	1	2	8,900	2	1,500	2
Service	39,100	5	7	30,100	6	9,000	10
Other	100	(*)	(*)	100	(*)	(**)	(**)
Armed forces	12,700	2	–	–	–	–	–
Not employed	143,900	19	–	–	–	–	–
Unemployed	39,900	5	–	–	–	–	–
Not in labor force	103,900	14	–	–	–	–	–

*Less than 0.5 percent.

**Zero in sample.

[1] Does not include those in armed forces.

[2] Teaching primary occupation only.

[3] Includes adult education teachers, college teachers and teachers not elsewhere classified.

[4] Includes vocational and educational counselors, elementary/secondary administrators and college administrators.

NOTE: Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate Survey. Survey of 1976-77 graduates conducted in spring 1978.

Table 5.—Occupation of 1976-77 bachelor's recipients newly qualified and not newly qualified to teach, by employment status: February 1978—continued

C. Selected occupations

Occupation	Total	Newly qualified to teach	Not newly qualified to teach
Selected professional, technical and kindred occupations			
Accountants	45,100	500	44,600
Computer specialists	12,900	400	12,600
Engineers	39,400	2,100	37,400
Life and physical scientists	7,500	1,500	6,000
Personnel and labor relations workers	4,900	500	4,400
Pharmacists	7,800	0	7,800
Nurses	29,600	200	29,400
Therapists	7,900	400	7,500
Health technologists and technicians	10,300	400	9,900
Other health-related occupations	4,500	200	4,300
Religious workers	4,300	200	4,200
Economists	4,000	200	3,800
Other social scientists	3,300	200	3,100
Social workers	17,300	1,500	15,800
Recreation workers	4,200	800	3,400
Teachers			
Elementary/secondary	119,200	104,300	14,900
College and university	16,100	1,800	14,400
Adult education	1,300	500	800
Teachers, not elsewhere classified	2,900	500	2,400
Engineering and science technicians	18,500	200	18,300
Vocational and educational counselors	2,900	400	2,500
Writers, artists and entertainers	28,500	1,800	26,700
Research workers, not elsewhere classified	9,700	1,100	8,600
Managers and administrators, except farm	84,700	6,800	78,000
Selected clerical and kindred occupations			
Bookkeepers	7,800	1,400	6,400
Secretaries	14,500	3,500	11,000
Statistical clerks	4,200	200	4,000
Typists	4,200	1,100	3,100
Teacher aides	6,100	2,100	4,000
Operatives	13,700	1,500	12,200
Laborers, including farm	10,900	600	10,300
Selected service occupations			
Food service	11,700	1,500	10,200
Health service	8,000	600	7,400
Protective service	16,700	700	16,000

NOTE: Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduate Survey. Survey of 1976-77 graduates conducted in spring 1978.

Table 6.—Enrollment in regular elementary and secondary day schools, supply of newly qualified teachers, and demand for additional teachers: 1961 to 1988

Year	Total public and nonpublic enrollment, grades K-12, in regular day schools[1]	Supply		Demand	
		Newly qualified teachers[2]	Newly qualified to teach who applied for teaching job[3]	Total additional teachers[1]	Newly qualified teachers[4]
			(In thousands)		
1961	43,364	129	97	183	137
1962	44,849	142	107	193	145
1963	46,487	154	116	208	156
1964	47,716	174	131	213	160
1965	48,473	190	143	209	157
1966	49,239	199	149	228	171
1967	49,891	220	165	223	167
1968	50,744	233	175	243	182
1969	51,119	264	198	253	189
1970	51,309	284	213	208	154
1971	51,181	314	239	163	117
1972	50,744	317	244	187	131
1973	50,329	313	244	179	125
1974	50,053	279	220	175	123
1975	49,791	238	190	185	130
1976	49,316	227	182	152	106
1977	48,577	198	158	168	118
1978	47,611	190	152	139	97
			Projected		
1979	46,657	–	–	125	88
1980	45,796	–	–	122	85
1981	44,958	–	–	117	82
1982	44,111	–	–	113	79
1983	43,766	–	–	145	102
1984	43,591	–	–	152	106
1985	43,748	–	–	165	116
1986	44,080	–	–	177	124
1987	44,473	–	–	182	127
1988	44,974	–	–	185	130

[1] Projections of Education Statistics to 1988-89, U.S. Department of Education, National Center for Education Statistics, forthcoming.

[2] National Education Association's Teacher Supply and Demand series.

[3] Estimates based on data from the National Education Association and the Survey of Recent College Graduates, U.S. Department of Education, National Center for Education Statistics.

[4] Estimates based on data from the National Education Association and the Survey of Recent College Graduates, U.S. Department of Education, National Center for Education Statistics.

CHARTS

CHART 1. Public and nonpublic elementary and secondary school enrollments

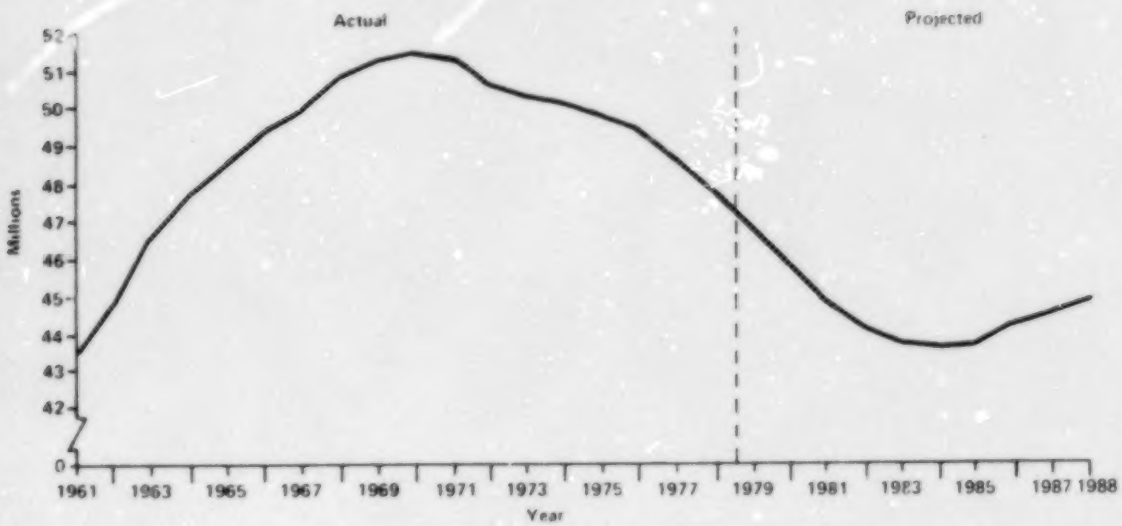
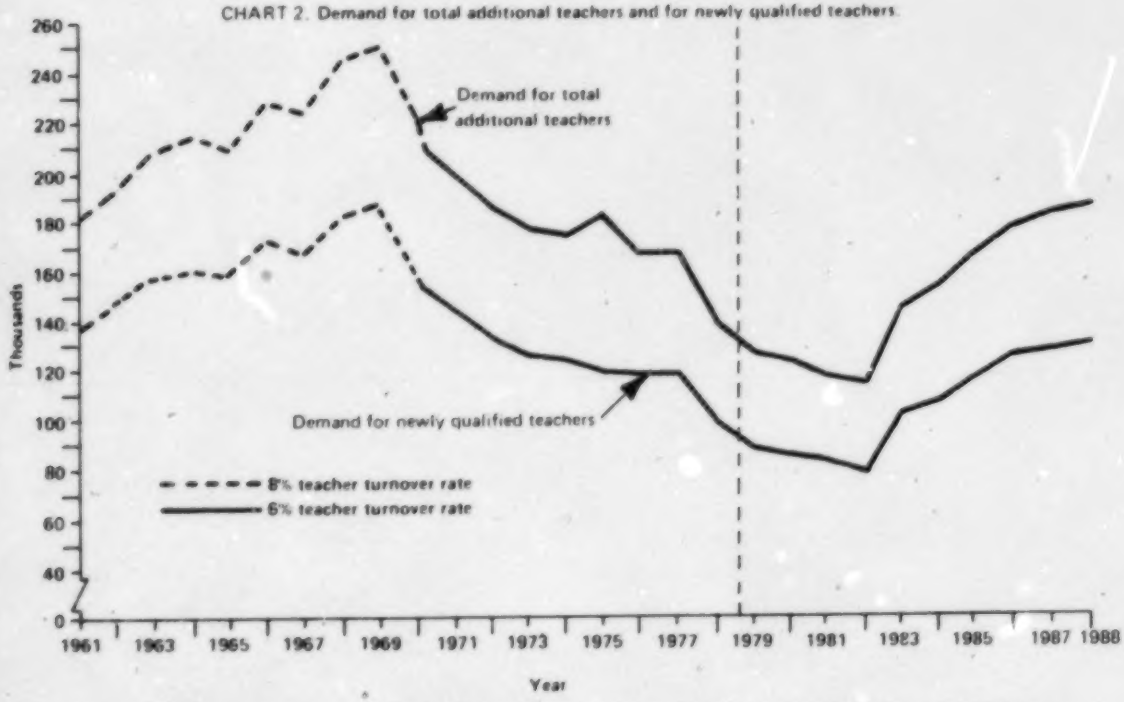


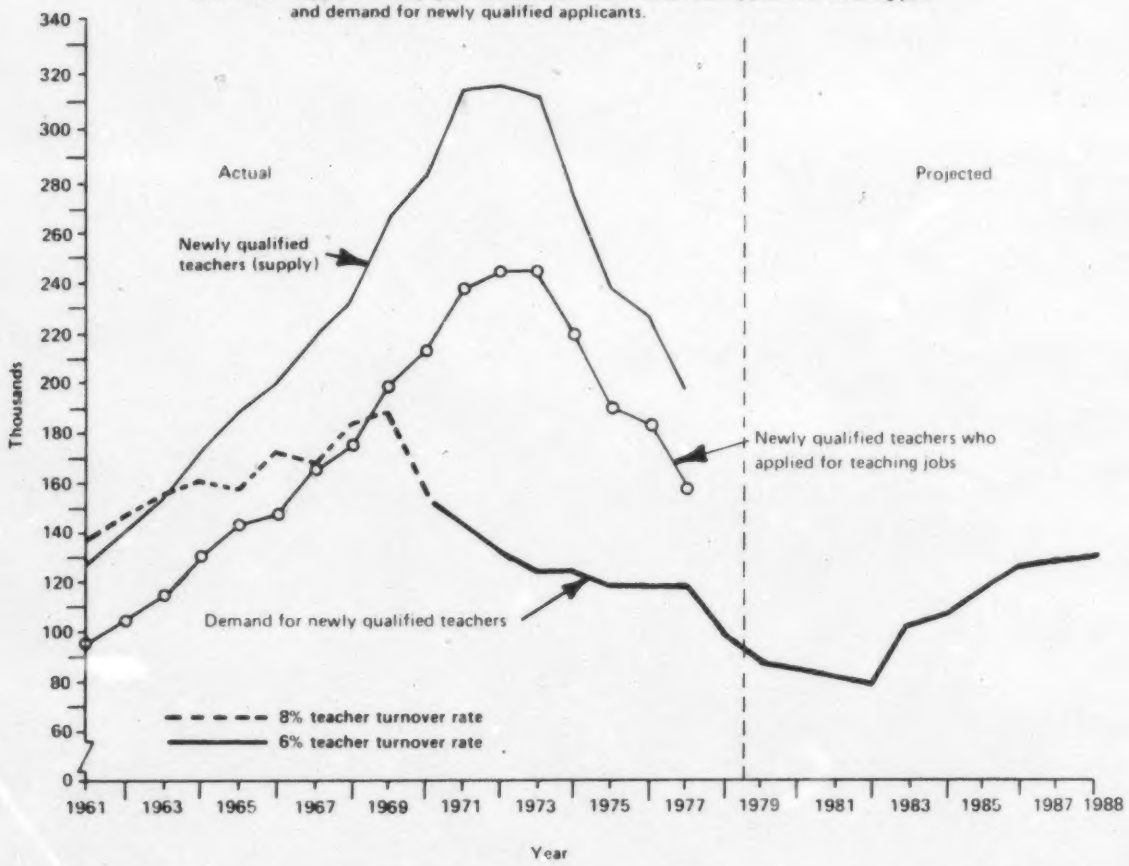
CHART 2. Demand for total additional teachers and for newly qualified teachers



Notes: Data on enrollment and on demand for total additional teachers from *Projections of Education Statistics to 1988-87*, U.S. Department of Health, Education, and Welfare, National Center for Education Statistics.

Demand for newly qualified teachers estimated using data from the National Education Association and the *Survey of Recent College Graduates*, U.S. Department of Education, National Center for Education Statistics.

CHART 3. Supply of newly qualified teachers and of those who applied for teaching jobs and demand for newly qualified applicants.



Notes. Data on Supply of newly qualified Teachers from the National Education Association's *Teacher Supply and Demand series.*

Newly qualified teachers who applied for teaching jobs and demand for newly qualified teachers estimated using data from the National Education Association and the *Survey of Recent College Graduates*, U.S. Department of Education, National Center for Education Statistics.

APPENDIX
Description of the Surveys

Sample design. For both the 1976 and 1978 Recent College Graduate surveys, a two-stage sample was used to obtain the data. For the first stage, a sample of colleges and universities offering a bachelor's or master's degree was selected: 211 schools for the 1976 survey and 297 schools for the 1978 survey. For both surveys, the universe of schools was stratified by: percent of graduates in the school with degrees in education; control of institution (public or private); whether or not the school was on a list of schools emphasizing special education; and geographic region of the institution. For the 1978 survey, a sample of 30 predominantly black institutions was included in the total of 297 institutions.

For the second stage sample, a listing of graduates with bachelor's and master's degrees was obtained from the selected schools. The graduates were stratified by level of degree (bachelors and masters) and by special education graduates, other education graduates and other graduates. The sample of graduates was selected through the use of systematic sampling; that is, by selecting every nth case with a random start.

For the 1976 survey, 200 of the 211 schools in the sample responded (95 percent) and 4,350 graduates of the 5,528 in the sample responded (79 percent). For the 1978 survey, 283 of the 297 schools responded (95 percent) and 9,592 graduates of the 11,025 in the sample responded (87 percent). A special followup of nonrespondents was conducted for the 1978 survey to obtain the 87 percent response rate.

A ratio estimation procedure was used in both surveys to inflate the sample results to estimates applicable to the total number of graduates in 1974-75 and in 1976-77. The Higher Education General Information Survey (conducted by the National Center for Education Statistics) provided the applicable estimate for total number of graduates in the various strata for the non-predominantly black schools. The Office of Civil Rights provided the applicable estimates for the predominantly black institutions.

Reliability of the estimates. Since the estimates in this report are based on a sample, they differ from the figures that would have been obtained if a complete census had been taken using the same questionnaires. There are two types of errors possible in an estimate based on a sample survey—sampling and nonsampling. Sampling errors were not available at the time of publication of this report. For information on sampling errors contact the Population Surveys Branch, National Center for Education Statistics (205 Presidential Bldg.), 400 Maryland Ave. SW., Washington, D.C. 20202. The extent of nonsampling error—systematic error or bias in the data—is unknown. As a result of the possible sources of error, particular care should be exercised when interpreting figures based on a relatively small number of cases or on small differences between estimates.